

SEAP Meeting Minutes

4-16-13

Introductions: - Amanda Holloway

Chuck Halligan, DHW Children's Mental Health

- Chuck shared updates in residential care facilities (see handouts)

Critical Discussion Points H&W wanted feedback on (see handout from DHW provided by Chuck Halligan from Children's Mental Health):

1. Are there other laws, rules or regulations that are needed to be considered?
 2. What should the role of the LEA be in the education of youth in residential treatment?
 3. Suggestions for counting youth in residential treatment for LEAs when the school district may be impacted on their AYP?
 4. When would it be appropriate to educate youth in a residential treatment facility instead of through the LEA?
 5. How can "on-line" or "virtual schools" be utilized in this situation?
- Discussion related to children who are placed in residential care and educational services
 - They are having to take on a line item for educational services
 - The new intent language in HB0293 requires H&W to bear the costs of education for children who require that education
 - AG opinion that was done in 1996 followed the 1995 creation of the Department of Juvenile Corrections having to take responsibility for education of youth put in their care
 - Keith expressed concerns for the separation of children from a parent advocate. H&W cannot fill that role as they are not the parent but at the same time they are working toward the best interests of the child.
 - Amanda Pena – child welfare workers attend IEP meetings often times and provide input but do not make decisions. Foster parents take on the role of advocating for children but have no authority to sign paper work etc.
 - Beth Eloie-Reep – How many facilities are we talking about? Uncertain across the whole state. H&W contract with about 20, there are about 35-40 around the whole state. 15-20 of these are private facilities that are very costly facilities.
 - Chuck described the process for creating a residential treatment facility, accreditation process through Northwest Accreditation Association (?).
 - Questions about monitoring of these residential treatment facilities, partnership with the local school district, parents, the community etc.
 - Occasionally, the local school district will contract with one of these facilities to work with specific children or potentially to provide an educator who will provide educational services to children placed in the facility

- H&W is in the process of developing policy in terms of how to connect various policies and laws and to be able to ensure the educational needs of each student are being met
- Keith
 - How can IEP's and 504's be tools for identifying effective transition to help kids be successful transitioning back into their public school district
- Key takeaways
 - Critical to monitor documents
 - What assessment tools have been used or might be used by LEA or the private facility
 - Transition planning going into facilities and coming out of facilities
 - Communication with the LEA who will be receiving the student again; what supports will be necessary for a successful transition back into public schools? Who will need to be part of the team? Are there surrogates that have been involved and what input do those who have been involved have?
 - What data educationally and behaviorally/socially are required to be tracked? Donna F. recommended required tracking and performance for private facilities.
- Keith expressed concerns with virtual schools related to children with significant behavioral issues and the monitoring and capacity to manage behavior or even focus on it.
- Rich's input –
 - Potential for a need of an additional MOU or interagency agreement as students are going to be served by a district. An IEP team can determine whether or not a placement in a school is appropriate or not.
 - Decision of placement –
- Amanda H. asked if the Panel was in support of the SDE continuing discussion with H&W to hash out the details of this policy
- Amanda P. asked the Panel to acknowledge that this population of students, while difficult to work with and costly, is vulnerable and it is critically important that their educational needs and wellbeing must be met. Agencies have unfortunately at times pushed responsibility back and forth as to whose responsibility they (students) are and that this is not acceptable.
 - The Panel agreed wholeheartedly and supported the discussions moving forward between the two agencies.
 - Also asked for further updates

Review of Minutes from 2/13/13 Meeting:

- Keith asked that the minutes be numbered by page for reference
 - Panel agreed.
- Amanda Pena made a motion to approve the minutes of the 2/13/13 meeting as amended (see Matt's notes)

Richard Henderson, Special Education Director for the SDE:

- As of yesterday, 4/15/13, the Office of Special Education Programs released the new State Performance Plan

- Rich brought four handouts
 - PowerPoint
 - Non-Regulatory Guidance on IDEA Part B regarding Parental Consent
 - IDEA Part B Final Regulations Related to Parental Consent to Access Public Benefits or Insurance (Medicaid)
 - A packet containing information on State Legislation that was passed this last session related to education

Committee Meeting report outs:

- ***Communication and Outreach***
 - Several roles to fill
 - Charter School Administrator
 - Adult Corrections
 - Self Advocate
 - Foster Care - does Amanda fill this role partially?
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 - Reviewed sites of partner agencies and resources
 - Did not feel there were great resources available locally
 - How do we identify local services throughout the state and help parents access resources?
 - SEAP site on SDE site is hard to find, there are good explanations but without knowing what it is, what it means there's no way to find it
 - SEAP is set up to advise the SDE however the Panel does not ever have the opportunity to hear from parents about positives and challenges that people face.
 - How could the Panel provide an opportunity to hear from parents?
 - This could not inhibit the work of the Panel and be a complaining session, however, could there be some time carved out to hear from parents around the state to share
 - Contrasting perspective (Robin) – the SDE would not likely attend to the interests of individual needs of families. However, if there are particular trends seen by IPUL and Disability Rights Idaho and other organizations that might be an opportunity to hear from parents.
 - Suspension and expulsion are serious issues that DRI hears about
 - What are other common themes?
 - How do we also provide an opportunity to showcase the highly positive schools/programs are doing across the state?
 - How do we identify them?
 - Who might be responsible for this?
 - How could we hear about or see these schools/practices in real life?

- Is it possible to put the SEAP site on a variety of other sites like IPUL, DRI, Families Together, etc.
 - Could there be a parent tab on the ITC where parents could access information and training
- **Research and Data Committee**
 - There are a number of issues and work the committees are working on and the committee discussed a need to have common linkages between the committees.
 - There are micro and macro issues; there are a few large issues that may need to be addressed, this would provide the opportunity for the data committee to look at specific issues
 - How do we look at trends?
 - How do we connect committees to these trends and moving in the same direction in terms of an overall strategic plan that has yet to be developed
 - Important to leverage the wisdom in the room
 - Four meetings a year and meeting structure might prevent any real action to be taken
 - If there was a structure for meeting between meetings and accomplishing
- **Policy and Legislative**
 - There was not any follow up on the last meetings minutes
 - There's a need to look at the Task Force for Education (established by the Governor) and identify how that will affect all learners
 - Committee looked at the Task Force representation and there was no representation for Special Education on the Task Force
 - Someone had called the Governor's office to ask how to be a part of that Task Force; Governor's office indicated that all the necessary stakeholder groups had been filled
 - Committee felt like the Panel ought to advise the SDE that SPED should have stakeholder representation
 - Treasure Valley Education Partnership
 - Amanda Holloway reported on her experience in attending their last meeting
 - The committee/goal she worked on was *"Every child supported inside and out of schools"*
 - TVEP had been looking at measuring social/emotional supports and competencies and
 - Follow up on the proposed policy H&W brought to the Panel today from Children's Mental Health (Chuck Halligan) and the connection to the SDE
 - One of the concerns is that someone needs to be there to advocate for the needs of the child
 - The policy will be at a high level and then practice will be informed locally by guidelines and other training

General Feedback:

- The Executive Committee should take an opportunity to think through how to structure meetings next year in terms of planning and what specific areas of focus will be for next year when they meet to plan in June.

Action Items / Follow Up:

- An MOU/Interagency Agreement between H&W and the SDE related to residential treatment facilities along with further discussion of the policy H&W is developing as a result of HB0293 Section 7 (Rich/H&W Policy Division (Casey Moyer), Children's Mental Health (Chuck Halligan) and Child Welfare Division (Amanda Pena)
- Parent survey – need to finalize questions, modify letter to districts, develop contract with TASE
 - Matt will send on Alisa's email to the
 - What year are we on with the 5 year cycle on the NCSEAM survey?
 - How is it that we can change the questions but not the districts that are surveyed each year?
- Next meeting the panel will be nominating a new secretary and vice chair
- Establishing future agendas
 - The committee agreed that having materials in advance and less SDE reporting out each meeting would increase the effectiveness of the time spent as a panel
- We need to get an updated membership data sheet to see where we are with the positions we lack
 - Adult Corrections
 - Self Advocate
 - Foster Care Representative (Casey Family Programs or CASA?)
 - Charter School Administrator
 - Classroom Teacher? This was just a suggestion
- Establish agenda
 - Elect Secretary and Vice Chair
 - IPUL, Families Together and DRI share some data on common trends of issues
 - Amanda will ask Rich about common trends the SDE sees in data at the State and maybe federal level
 - Coordinate and link committees; begin to develop goals and priorities/strategies
 - Ongoing updates for other things members participate in; i.e. Treasure Valley Education Partnership, Governor's Task Force on Education etc.
 - Update on the SPED Manual